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| When the teacher says “start”, **stand up and say, “ I love Biology”.** | When someone says, “blast off”, **point out the window at the sun.** |
| When someone says, “I love Biology”, go **up to the board and write “The study of life”.** | When someone points out the window**, say “Here comes the sun”** |
| When someone writes ”The study of life on the board, **stand up and pretend to look in a microscope.** | When someone says, Here comes the sun, **sing “Little Darling.”** |
| When someone stands looks in their pretend microscope, **ask them, “what objective are you using”?** | When someone says “Little Darling”, **go up to the board and erase, “study of life”.** |
| When someone asks for the objective, **say, “high power” and raise your arms in the air.** | When someone erases study of life on the board, **stand up and sing “Pho-to-syn-the-sis”.** |
| When someone raises their arms in the air and says “high power”, **remind them to only** **use the fine adjustment knob.** | When someone sings “Photosynthesis”, **you sing “Ah, ah”** |
| When someone mentions the fine adjustment knob, **clap a loud applause clap for him or her.** | When someone sings “Ah, ah”, **stand up and take three big, loud breaths.** |
| When someone claps aloud, **stand and point at the teacher and say, “You are a eukaryote”.** | When someone stands up and takes, three loud breaths, **stand and make circle motions on your stomach and say “yum”.** |
| When someone points at the teacher and says “eukaryote”, **make a muscleman pose.** | When someone stand and pats their stomach, **pretend to eat a really big sandwich** |
| When someone makes a muscleman pose, **shout “mighty mitochondria”.** | When someone pretends to eat a big sandwich, **say “mouth, esophagus, stomach, small intestine, large intestine, out”** |
| When someone shouts, “mitochondria”, **go to the door and open and close it.** | When someone says “large intestine, out”, **make swimming motion arms around your table.** |
| When someone goes to the door and opens and closes it, **say “go with the flow, move high to low”** | When someone uses swimming arms, **ask them whether they are in oxygenated blood or deoxygenated blood.** |
| When someone says “go with the flow, move high to low”, **stand with your hands high in the air and then squat down low and touch the ground.** | When someone asks about oxygenated and deoxygenated, **Go up to the board and write** **oxygenated.** |
| When someone stands and puts their hands in the air and then touches the ground, **go up to your teacher and bow.** | When someone writes oxygenated on the board, **stand and turn around three times.** |
| When someone bows to the teacher, **say “5,4,3,2,1”.** | When someone stand and turns around three times, **go up to the board and erase, “O-X-Y-G, and A-T-E”** |
| When someone counts “5,4,3,2,1”, **say, “blast off!”** | When someone erases O-X-Y-G, and A-T-E, **say “the end”.** |

Authors Jill Lisius and Brandi Argentar